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This follow-up study of the 1963-64 philosophy students at San Bernardino Valley College (California) sought to answer these questions: (1) What kind of student enrolls in philosophy? (2) Is he usually capable of transfer? (3) If he transfers, will he take additional philosophy courses? (4) Is he likely to finish his bachelor's degree? and (5) Why do some of his peers fail to transfer? The data, though incomplete on some points, showed that: (1) He is a capable student who benefits in adaptability from the combination of the specialized program and the qualitative dimensions of the humanities. (2) Of the 231 philosophy enrollees studied, 181 passed the course; of the latter, 139 subsequently transferred to senior colleges. (3) Nearly a fourth of the transfers continued with a philosophy course. (4) At least 92 received their bachelor's degree. (Others were still working toward it or were only then in process of transfer.) (5) The decision of equally capable students not to transfer generally had a sound basis (matrimony, military service, or the like). The author suggests similar studies in subsequent years, extended to include follow-up through graduate school. (HH)

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A STUDY OF THE STUDENTS ENROLLED IN PHILOSOPHY DURING 1963-64

Approximately eighteen months ago, I had a masochistic desire to initiate a study of the students who took philosophy courses during my first year at Valley College (1963-64). During that year, Dr. Atkins, the department head, was serving as a Fulbright Fellow in Thailand and Walt Douglas was on the first year of his teaching exchange in New York; thus, it happened that in my maiden effort all the philosophy courses were instructed by me.

What I hoped to do in this study was to determine the percentage of students enrolled in philosophy who transferred to senior colleges. A raft of other statistical information was also gleaned from the study. The data sheet which was sent to the senior colleges (those indicated by the transcript requests of the students) asked not only whether the student in question actually transferred but contained queries about whether the student graduated and if he had enrolled in a philosophy course. Through the study, I hoped to learn more about the type of students who enroll in philosophy: Do such students ordinarily possess transfer ability? Would very many who transferred take additional work in philosophy? Do Valley College transfers in the main complete their bachelor's degrees? Why do some students fail to transfer?

The results of the project form the basis of this paper. The statistical information and the conclusions made are all subject to several factors which place a limitation on the validity of the information. The study involved one year only, and it may be, as it seemed then, that I had an unusually bright and energetic crop of students. If studies on subsequent years can be made, the evidence might obtain a higher validity. At any rate, as the statistics unfold, they reveal an interesting story, but they fail to register the "heated" arguments we sometimes had in class (I had Gunn's famous debate team), the dialogue which persisted after class in strolls around the campus and in my office (to the chagrin of officemates Art Harmeyer and Duane Anderson), and the strain which often must have shown on my "I'm only one chapter ahead of you" face.

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In the fall and spring semesters of 1963-64, there were 231 students enrolled in the various sections of "Introduction to Philosophy" (6ab) and in "Ideas in Modern Life" (Phil. 10). Of this total enrollment (231), there were 181 students who completed their course work with a passing mark (D or above); thus the drop rate was slightly over one student out of every five. Of the entire group, 155 have subsequently transferred to senior colleges for a transfer rate of 67%. Among the students who passed their courses (181),

there were 139 transfers to four-year colleges for a 76.7 percentage. Only 16 of the 50 students who did not complete the course or who failed it transferred.

It is interesting to contrast the transfer rates of Philosophy 6a and Philosophy 10. Seventy-nine of the ninety-four students enrolled in Philosophy 6a have transferred for a 75.5 percentage. The percentage of transfers for those who successfully completed the course is an outstanding 84.8%. The Philosophy 10 story is quite different. There, 42 of 88 students have transferred for a significantly lower 47.7 percentage. Sixty-eight Philosophy 10 students passed the course and of this number 41 or 60.2% have gone on to higher education. In Philosophy 6b, 42 of the 49 enrolled students have transferred or 85.7%. Of the number who completed Philosophy 6b, the transfer percentage was an excellent 91.1%.

It is very instructive to check the records of the 76 students who have presumably not yet transferred to a senior college. Of this group, five students have transferred to other junior colleges. At least one of the five had an acceptable (2.0 or above) transcript at SBVC. During 1967-68, twelve of the students who graced my classes in 1963-64 were enrolled at SBVC. At least four of this group possess grade point averages in excess of 2.0. Several of the others have returned from a stint in the armed services and are now hoping to bring up their grades and ultimately to transfer. A still larger number of students, 22 of the 76 non-transfers, compiled average or above-average records but chose not to matriculate at a senior college for a variety of reasons. The most frequent reason is that of matrimony or household responsibilities. A number of superior women students did not continue their educations because of the responsibilities attending marriage. One such case is a former Colton High honor student who dropped after her freshman year but who has now returned to SBVC. Her husband, also from the same class, is finishing his work in dentistry at Loma Linda University. Another woman, a recipient of a California State Scholarship from Perris High School, is married and raising a family in an area not blessed by a four-year college. She hopes to eventually return to college. The circumstances which prevent a qualified student from completing his studies take many guises. Possibly the most gifted student of all dropped out to support his family and to put his very bright wife through school. He is now a successful member of a large corporation.

One purpose of this digression into the characteristics of the 76 non-transfers is to suggest that the present transfer rate for all students in the study (67% or 155 of 231) is a very tentative one. In fact, if the number of students whose grade point average is 2.0 or better (22 students) is combined with the number of students who have transferred to other junior colleges or who are still at Valley, then, the transfer potential moves to a staggering

194 out of 231, or 83.9%. A conservative projection would envision a statistic of 7 out of every 10 enrollees ultimately transferring. The 37 whose transcripts are acknowledgeably inadequate for the purpose of transfer include personalities who are quite successful in a variety of wage-earning roles.

Although my research does not explicitly raise the question, it is my contention that the non-transfer students were, in the main, wise in selecting a general academic preparation instead of a skill-oriented program. Slightly over one-half of this group compiled records that would make transfer possible, but for a variety of reasons, they have not yet done so or may never do so. There is no evidence of any unemployment problem among the non-transfers. In fact, it is quite likely that an education which stresses critical analysis and adaptation to change, in addition to the qualitative dimensions of the humanities, is the kind of education which makes the most sense in our society with its rapid technological displacement. I'm convinced that the general educationist who never completes his bachelors is, in fact, often more employable than many students whom we are training more narrowly. Parenthetically, this phenomenon, if correct, may not be so much because of the inherent superiority of a general or liberal education but more due to the abilities of those who travel the two paths. I'm not suggesting that we abandon our specialized programs, but I would like to suggest that we need not have so great an anxiety about the numbers who enter academic programs but who never finish their education. They are for the most part employable because they have a facility with the spoken and written word and some preparation in reasoned and critical thought. Their training becomes the function of their employers.

A point of special interest to the philosophy department is the percentage of its students that take a course in philosophy after leaving Valley. The returns on this question are somewhat inadequate because not all schools responded to this question, but a minimum of 15.1 percent of all enrolled students,or 22.5 percent of those transferring, enrolled in philosophy courses at senior colleges. This relatively high figure may indicate that the philosophy courses at Valley are stimulating interest in the field. It also points out the need of the department to be mindful of its instructional standards in order to best prepare its transfers.

One of the most incomplete parts of the study is that of the percentage of students who have received their bachelors. Students in many cases are still completing their bachelors or are in some instances just now transferring from Valley College. Thus far at least 92 of the 231 total enrollees have graduated, or 39.8%. The most significant graduation rate, however, is the percentage of graduates among the students who actually transferred. This

percentage is 59.4. The graduation figures included here do not include June graduates from colleges other than California State College at San Bernardino and the University of Redlands. The number of graduates will continue to increase over the next few years as many junior college students have prolongated degree programs. While graduate degrees were not part of the research, it is interesting to note that the following graduate schools have attracted several of the students: Claremont Graduate School (2), Yale (1), University of California at Riverside (4), University of Redlands (5), San Diego State (1), Loma Linda University (1), and U.C.L.A. (1). Two of the graduate students are now college professors.

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What follows is a series of profiles of the entire study and of each philosophy course during 1963-64. The numbers 1-5 represent the following information:

1. Total number of students enrolled.

2a. The number of students completing the course with passing marks (D or above).

2b. The number of students completing the course with passing marks who transfer.

2c. The percentage of students completing the course with passing marks who transfer.

3a. The number of students <u>not</u> completing the course or failing it.

3b. The number of students <u>not</u> completing or failing it who transfer.

3c. The percentage of students <u>not</u> completing the course or failing it who transfer.

4a. The total number of transfers to senior colleges.

4b. The percentage of the total number of transfers to senior colleges.

4c. The total number of transfers to senior colleges and to other junior colleges.

4d. The percentage of the total number of transfers to senior colleges and and to other junior colleges.

4e. The total number of transfers to other colleges or who are still enrolled at Valley College.

4f. The percentage of 4e.

4g. Total number of students who transferred or who are still at Valley College or who had the grades to transfer but have not done so.

4h. The percentage of 4g.

(Note: 4c. through 4h. only appear on the profile for the entire sample).

5a. Number of bachelor's degrees received for total number of students enrolled.

5b. Percentage of graduates among total students.

5c. Percentage of graduates of the total number of students who actually transferred.

Profile of All Students Enrolled in Philosophy 1963-64

1.	231						
2a	181	2b	139	2c	76.7%		
3a	50	3b	16	3c	32%		
4a	155	4b	67%	4c	160	4d	69.2%
4e	172	4f	74.4%	4g	194	4h	83.9%
5a	92	5b	39.8%	5c	59.4%		

Philosophy 6a
3 Sections

1.	94				
2a	79	2b	67	2c	84.8%
3a	15	3b	4	3c	26.6%
4a	71	4b	75.5%		
5a	40	5b	42.5%	5c	56.3%

Philosophy 6b
2 Sections

1.	49				
2a	34	2b	31	2c	91.1%
3a	15	3b	11	3c	73.3%
4a	42	4b	85.7%		
5a	34	5b	69.3%	5c	80.9%

Philosophy 10
3 Sections

1.	88				
2a	68	2b	41	2c	60.2%
3a	20	3b	1	3c	5%
4a	42	4b	47.7%		
5a	18	5b	20.4%	5c	42.8%

Combined figures for Philosophy 6a and Philosophy 10

1.	182				
2a	147	2b	108	2c	73.4%
3a	35	3b	5	3c	14.2%
4a	113	4b	62%		
5a	58	5b	31.8%	5c	51.3%

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